TL 1309

School Project

Sept.30 1989
Japanese Supporting
Committee for Darwin
East Timorese School

1.Why the construction of the East Timorese school is nessary?

(1) Since the invasion and annexation by Indonesia in1975,East Timor has been lost her economic and political self-determination and also,cultural genocide is going on(compulsion of Indonesianization education). Espesially,since the invasion,East Timor is driven into the situation that the education for the rising generation who are to bear the destiny of East Timor on their shoulders to keep and develop the national identity and the education for East Timorese people to build the independent national community which opposes the history of colonization are not able to carry out.

(2) Because of nearlly 15 years of invasion, several ten thousands of East Timorese refugees fled to some places in Australia and several thousands fled to Portugal. They are forced to live under many difficulties in foreign countries.
Adults, being pressed with the low-wage physical labor and midnight labor,can not offer their children enough Tetum language education.
Children have lived in the ~~discriminating~~ alienating enviroment for almost 15 years, playing with foreign children, attending foreign schools and being taken the place to gain the national identity.

(3) To improve fundamentally the educational situation of East Timorese people inside and outside the island, the attainment of self-determination for East Timorese people and immediate unconditional withdrawal of Indonesian army and the machine of govrnment are

necessary without one day's delay, but in parallel with that, it is necessary to develop the movement inside and outside the island to creat and offer the place to educate young East Timorese people.

2.Responsibilities of Japanese

(1) In the process of developing a modern state after the unification of the country in the end of the 16th century, until today, Japan has repeatedly invaded both directly and indirectly various Asian countries. Histories of invasion of Korea by Hideyoshi Toyotomi,invasion of Ainu and Ryukyu people in Tokugawa's era,and invasion and colonization of Taiwan, Korea, China,Sakhalin,the South Seas islands, and the South East Asin countries are being taken over without enough reflection as the economic advancement to the third world's countries in the process of high economic growth after the second world war.

Especially, Japan is responsible for the military occupation of Timor island during the second world war, and also in Korea, under the annexation from 1910 to 1945, Japan is responsible for trying to taking the national identity of the neighboring country by imposing the people so called "Kominka"(forcing the people to be the people of the Empire) education.

Now, all the nations living on the earth are in the historical stage in which democratic human communities are being created, self-determination is being accepted mutually, and the real equality is being realized. We, Japanese, need to reflect deeply on our own past and present and give a hand of solidarity for the people fighting for self-determination.

(2) Focusing on the educational support for East Timorese people, about the education inside East Timor, all the supporting groups in the world have to cooperate with each other to support that.

But about the education for East Timorese refugees in

Australia, I would like to make it concrete under the responsibility of supporting movements in Asia-Pacific region, especially Japan, with the self-reliance of the refugees.

Making a certain step, even if it was small one, I am going to continue to appeal to the supporting groups in Europe and America to stand up for the educational support of the refugees in Portugal.

3. Activities of Japanese Supporting Committee for East Timorese School

See the report on Aug.29 1989

Report on School Project

Aug.29 1989

1. From the autum of 1988, as one project in the activities to support the self-determination of East Timorese people which is aimed at supporting the construction of a school for the East Timorese refugees(in Australia and Portugal), we made the first step of the plan in the meeting in Darwin in December.

2. In Copenhagen East Timor Solidarity Meeting in Feb. 1989, to fight against the genocide of East Timorese people by Indonesia and to keep and develop the national identity, I appealed about supporting the construction of East Timorese people's own school.
On my way home, I discussed with the East Timorese refugees in Lisbon and we confirmed that the construction of school is necessary both inside and outside the country.

3. On March 22,1989, we established the tax-exempt organization," the East Timorese Research and Information Center", and it was accepted by the northern territory government in Australia.
There are four aims of this organization including the construction of school.

1.1.1. To do research on literature, history, geography, tradition, culture and language of East Timorese people.
1.1.2. Publicizement of the results of the research.
1.1.3. Construction of a public library.
1.1.4.(a) To set up English class as a second language for adults.
(b) To set up Tetum and Portugese language class for young people.

4. Support activities for the school construction in

August 1989 in Darwin.

a. In the afternoon on Aug. 15, I visited a school with seven East Timorese children and Rurudes Perreira as their teacher and recorded the situation on a videotape.

b. Six books published by Borja da Costa foundation in Lisbon(five books on legends of East Timor, one book on the East Timorese songs),a recorder, five tops, and folding papers are donated to this small school from the Japanese Supporting Committee for East Timorese School.
Six books are to be the first step for the school library of Darwin East Timorese School.

c. On Aug.16, the official meeting of Darwin Fretilin Committee was held and under the East Timorese Research and Information Center, a fund for the construction of Tetum language school was established and two administrators of the account were decided.

d. On Aug. 17, " the East Timorese Research and Information Center budget item 1.1.4.(b) fund account" was opened with the bank in Darwin. The fund of 1800 Australian dollars collected by the Japanese Supporting Committee for East Timorese School from autum of last year until this summer was donated.
And 200 Australian dollars campaign from volunteers of Sendai East Timor Group was donated to the account.

e. It was decided that in this account, money earned by self-reliance of East Timorese people as well as donations from Australian and Japanese supporters will be acumulated and only the interest will be used for the school construction.

5, Appeal from the teacher of East Timorese people's school.

f. If possible, she will send handcrafts made by East Timorese people to the speaking tour campaign in Japan in November and December. And she would like them to be sold and the profits to be sent to the fund.

g. Using the interest of the principal which is made big like this way, she would like to think about buying the house which now she is lenting and using as a school on a long term instalment plan to be used as a building of the Darwin East Timorese School.

Japanese Supporting Committee for
Darwin East Timorese School Office

address for contact:
Takahashi Michio
Kosaikai
1-2-6 Nishiki-cho
Aoba-ku, Sendai, Miyagi Pref.
Japan 980

Tel. Japan(national code 81) 22-263-6380
Fax. Japan(national code 81) 22-223-1323

bank account:
Japan Sanwa bank , Sendai branch
ordinary deposit 3557338
Japanese Supporting Committee for Darwin East Timorese School Office